



EVC and Children Off Site Policy

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Introduction

Elevate Multi Academy Trust (Elevate) Board of Trustees has agreed this Policy and as such, it applies to its Academies within the Trust.

References to 'the Head teacher' includes the Executive Head teacher, Head of School or acting Head teacher as appropriate.

Legislation and Guidance

-  Outdoor Education Adviser's Panel (OEAP) National Guidance
-  H&S at Work etc Act 1974
-  Keeping Children Safe in Education
-  Early Years and Foundation Stage Statutory Guidance.

Links to Other Policies

-  Charging and Remissions policy
-  Child Protection and Safeguarding policy
-  SEND policy
-  Driving at Work policy and Handbook

Scope and Purpose of this Policy

- 🌱 This policy applies to all off-site educational visits and all outdoor learning and adventurous activities regardless of location involving children and young people and where appropriate, adults;
- 🌱 It applies regardless of whether the activities take place within or outside of normal working hours, including weekends and holiday periods;
- 🌱 It does not apply to work-experience placements, work-related learning or alternative provision.
- 🌱 To ensure that every Off-Site Activity has a specific stated objective;
- 🌱 To provide staff who arrange and/or lead Off-Site Activities with clear procedures to follow in order that the activity is safe and successful;
- 🌱 To reassure parents that Elevate and its Academies take all reasonable care for the safety and wellbeing of children throughout the activity.

Aims

Elevate and its Academies aim to enrich the curriculum which is offered within the academy environment through activities and experiences which it believes:

- 🌱 Raises achievement;
- 🌱 Raises levels of self-confidence and motivation;
- 🌱 Develops social education and citizenship;
- 🌱 Promotes health and fitness.

Responsibilities

All employees and volunteers involved in the planning, management and leadership of all Off-Site educational visits and all outdoor learning and adventurous activities must follow this policy.

Board of Trustees

- 🌱 As employer, the Board of Trustees retains overall responsibility for Health & Safety of all Off Site Activities;
- 🌱 Will delegate the review and approval of this policy to Elevate's Standards Committee;
- 🌱 Will delegate some of their responsibilities to the local governing body (LGB) as set out in the Scheme of Delegation;
- 🌱 Will discharge its duties through the adoption of this policy and retain competent advice, approval and monitoring through North Yorkshire educational visits advisory service.
- 🌱 Will consider and agree whether to approve an application from an Academy for an overseas residential trip.

LGB

- 🌱 To monitor the implementation of this policy, including planning for emergencies;
- 🌱 To be aware of the employer's responsibilities;
- 🌱 To consider and approve proposed residential visits and to be aware of the process for organising day trips and regular off site activities;
- 🌱 To ensure and monitor there are procedures in place to monitor the safety, quality and effectiveness of off-site visits and outdoor learning.

Head Teacher

- 🌱 To ascertain that all leaders are appropriately competent, confident and accountable to carry out the responsibilities they are allocated for Off-Site Activities;
- 🌱 To appoint an Educational Visits Co-ordinator (EVC) and ensure they have the training and experience to enable them to competently discharge their responsibilities as listed below;

- ✿ To support their EVC in ensuring that all activities and visits are effectively supervised with an appropriate level of leadership;
- ✿ To support their EVC in ensuring that information has been shared with parents, and consent has been given if required;
- ✿ To ensure suitable safeguarding procedures are in place, including appropriate vetting of all adults including volunteers, helpers and visitors;
- ✿ To ensure sufficient time has been assigned for leaders to organise activities and visits properly;
- ✿ To support an apprenticeship/succession-planning culture to ensure sustainable activities and visits and the development of competent leaders and EVCs;
- ✿ To ensure arrangements have been made for the medical and special educational needs (SEN) of all participants and staff;
- ✿ To ensure inclusion issues are addressed;
- ✿ To ensure suitable transport arrangements are in place;
- ✿ To ensure appropriate insurance arrangements are in place;
- ✿ To ensure visits have contingency plans to deal with changing circumstances;
- ✿ To ensure best value – consideration must be given to financial management, choice of external providers and facilities, and contractual relationships;
- ✿ To ensure Risk Management is proportionate, suitable and sufficient. All risk assessments are completed through Evolve prior to a trip;
- ✿ To ensure where the activity or visit involves a third party provider, appropriate checks have been made and assurances obtained, a clear contract is in place setting out what the contractor is to provide, and the provider holds sufficient indemnity insurance;
- ✿ To ensure where there are suitable emergency procedures in place for each visit, and your establishment has an Emergency Plan for Off-Site visits;
- ✿ Details related to Off-Site Activities and visits (including personal details of both participants and leaders) are accessible at all times to designated 24/7 Emergency Contacts in case of a serious incident;
- ✿ Serious incidents are reported to the employer as required, meeting the requirements of RIDDOR;
- ✿ All visits are reviewed, addressing issues raised by any incident and informing future visits;
- ✿ Visits are evaluated against their aims and objectives;
- ✿ To inform the LGB in good time of residential trips so that their approval can be sought;
- ✿ To inform the Trustees at least 6 months in advance of any proposed overseas trips as their approval must be given;
- ✿ Where there is conflict with non statutory guidance or advice from other sources this policy will take precedence with clarification sought from the Head teacher, and if required from North Yorkshire educational visits advisory service.

EVC

The Head teacher has appointed ***please insert name*** as the Educational Visits Coordinator. They will have the training and experience to enable them to competently discharge their responsibilities.

- ✿ Must have completed training and revalidation every 3 years;
- ✿ To be a champion for all aspects of visits and outdoor learning;
- ✿ To challenge colleagues across all curriculum areas to use visits and outdoor learning effectively in order to provide a wide range of outcomes for children and young people and contribute towards establishment effectiveness;
- ✿ To support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits/outdoor learning;
- ✿ To mentor leaders and aspirant leaders, supporting their ongoing development and training and sample monitor their activity to identify any further training needs;

- ✿ To ensure that planning complies with Elevate's requirements and that the arrangements are ready for approval within agreed timescales;
- ✿ To support the Head and LGB in approval decisions so that all those with responsibility have the competence to fulfil their roles.

Visit Leader

- ✿ To be able to competently lead a visit which will be decided by the Head and EVC;
- ✿ To be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes;
- ✿ To liaise with the EVC to ensure that the visit has clear aims and is planned to appropriately balance benefits and risks, and that all leaders and helpers accompanying the visit meet establishment requirements;
- ✿ To ensure that there is effective supervision;
- ✿ To take a lead on risk management;
- ✿ To define the roles and responsibilities of other leaders and helpers (and participants) to ensure effective supervision throughout the visit, appointing a deputy wherever possible;
- ✿ To ensure that any Activity Leaders are competent and confident to lead their planned activities, and are approved to do so if this is necessary (e.g. for adventure activities);
- ✿ To ensure that child protection issues are addressed (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked);
- ✿ To provide relevant information to other leaders including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues);
- ✿ To ensure that informed parental consent has been obtained as necessary;
- ✿ To provide relevant information to parents and participants, and arrange pre-visit information meetings where appropriate;
- ✿ To make sure there is access to first aid at an appropriate level;
- ✿ To ensure that if the visit leadership team includes someone with a close relationship to a member of the group, this is managed to avoid any possible compromise of effective supervision;
- ✿ To ensure that all leaders and any third party providers have access to emergency contact and emergency procedure details;
- ✿ To review all aspects of the visit, both during and after the event;
- ✿ To liaise with the Head and EVC about evaluation of the visit;
- ✿ To report any accidents, incidents or near misses.

Evolve

Evolve is Elevate's web-based system used to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own account which is set up by the EVC.

The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- ✿ On-site or local learning area
- ✿ Joint visit
- ✿ Overseas
- ✿ Residential
- ✿ Adventurous (provider led)
- ✿ Adventurous (self-led)

Visits will be recorded as detailed in the summary table below.

Visit planning approval summary table for Elevate

	Planning/Recording Process	Risk Management	Final Approval	Final Check
On-site/Local Learning Area	[To be decided by establishment SLT]	LLA risk management supplemented by specific documentation where necessary	EVC/Head	EVC/Head
Day Visit outside Local Learning Area	Recorded on Evolve	School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	EVC/Head	EVC/Head
Overseas	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Trustees	LA
Residential	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Head/LGB	LA
Adventure, provider led	Recorded on Evolve	Provider risk manages activities School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	Head	LA
Adventure, self-led	Recorded on Evolve	Local Learning Policy/Specific Risk Management	Adviser	LA

Visit Planning and Management System

Off-site educational visit, outdoor learning or adventurous activity which involves an external provider for teaching or instruction must be planned and approved through Evolve – refer to Evolve for a list of typical activities classed as adventurous for the purposes of this policy.

Any off-site educational visit, outdoor learning or adventurous activity which is led by a member of Elevate's or its Academies staff must be planned and approved through Evolve — refer to Evolve for a list of typical activities classed as adventurous for the purposes of this policy.

Any residential educational visit should be entered onto Evolve as soon as a booking has been made.

Adventure activities run on the Academy site should also be planned and approved through the Evolve – refer to Evolve for a list of typical activities classed as adventurous for the purposes of this policy.

Overseas Residentials require the permission from the Board of Trustee and enhanced planning and Elevate should contact the North Yorkshire Educational Visits Advisory Service before any booking is made.

Local Learning Area

Each Academy has identified a Local Learning Area which includes all the places they visit and the activities they undertake routinely. Details of the Local Learning Area are contained within the appendix which includes generic risk assessment. Wherever the need arises additional risks and significant findings will be recorded using event specific risk assessment.

Day Trips: The Head teacher has been delegated responsibility for day trips.

National Residential Trips: The LGB has been delegated authority in accordance with the Scheme of Delegation to approve national residential trips **provided** they have received details of the trip set out in the form (*Annex 2*), including the risk assessment.

The Head Teacher is responsible for assessing and approving the planned arrangements, for recording and reporting all Off-Site Activities to governors. The Head Teacher may delegate the responsibilities for planning and managing Off-Site Activities to the EVC.

If there is not enough time to ensure the trip is safe (ie: the risk assessment is not complete or handed in), the activity may be cancelled.

Oversees Residential Trips: Overseas residential trips must be approved by the Trustees.

A form (*Annex 3*) must be submitted to the Trustees by the Head teacher prior to parents being informed and at least **6 months** before the trip is due to take place.

Inclusion and SEND

Activities should be available to all, irrespective of special educational or medical needs or protected characteristics (disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

Special Educational Needs and Disabilities

The Equality Act states that an establishment (a school) must not discriminate against a young person because of one of the protected characteristics. There is a duty to make reasonable adjustments.

Establishments must have due regard to equality considerations whenever significant decisions are being made or policies developed. Consideration must be given to the equality implications from the start of the planning process, not as an afterthought.

Any individual risk assessment, behaviour/care plan should inform the planning process. Appropriate levels of supervision and staff with the necessary competences/training should be in place (intimate care/feeding; manual handling; team teach/restraint; administering rescue medicines).

If a decision is taken to exclude a child (if the necessary reasonable adjustment(s) would unduly impinge on the learning outcomes for the rest of the group) then:

-  All relevant parties must have been consulted throughout the process;
-  There must be a clear rationale;
-  The process should be carefully recorded with a clear audit trail evident

Ratios and Supervision

As part of managing the risk of educational visits, outdoor learning and adventurous activities, visit leaders should determine the appropriate supervision arrangements by considering:

Staffing

For example: Consider whether the adults have undertaken training, what level of experience they have and whether they know the group. Consider what level of competence is necessary (skill, knowledge,

understanding, fitness) from all of the supervising adults. Ensure that all adults are competent for the roles that are assigned to them.

Adult Volunteers

DBS checks will have been carried out in accordance with the current Keeping Children Safe in Education. Where DBS checks have not been completed, that adult should never be left alone with any children but work alongside a member of staff who has been checked.

Work Experience/Sixth Form Pupils

Sixth-formers undertaking work experience may assist with visits but will not be placed in charge of groups and must not count in the adult: pupil ratio.

Activity

For example: Consider the nature of the intended activity and whether it requires specialist knowledge and/or equipment. Consider whether the activities might be affected by the location (crowds, remoteness, access etc.)

Swimming

For classes attending swimming lessons at the local pool travelling on coaches, 2 adults should accompany each class.

Group

For example: Consider the characteristics of the group and what prior experience they have of the activity and environment; also consider their ability and maturity. If any of the group has behavioural, medical or learning needs, ensure that these can be managed appropriately.

Environment

For example: Consider the impact that the weather may have on the group, activity or travel arrangements. Be aware that environmental conditions can change dramatically and ensure that there is

a Plan B where appropriate. Where relevant to the location and activity, the visit leader must have a good understanding of how water levels can change and be able to make appropriate judgements.

Distance

For example: Consider how far the activity or visit is from the normal support mechanisms of the Academy and whether it is close enough to rely on immediate support from the school, or further afield where it cannot. The type of transport being used may impact on the level of supervision required (a coach journey may require a smaller supervision ratio than a visit using public transport). If the visit involves an overnight stay, a higher level of first aid competence may be necessary, and staff may need to operate a supervision rota for longer residential visits.

Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits.

Visit Leadership Teams should:

-  As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues;
-  Have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact;
-  Ensure appropriate vetting and barred list checks are in place (including enhanced DBS and barred list checks for unsupervised adults engaged in regulated activities);

-  Consider issues relating to on-line safety, social media, access to and sharing of inappropriate content;
-  Know how, when and who to report safeguarding concerns to during a visit;
-  Be familiar with Safer Working Practice principles

Transport

When deciding a mode of transport, certain things need to be considered, ie: is it more sustainable to go to the venue by public transport? Will the children learn more about life skills if they are going by tube or train, as opposed to sitting on a coach?

Coach/Minibus Travel

Only coaches fitted with seat belts will be used. Every passenger will have a seat. Seat belts will be worn throughout the journey.

Car Travel (to be used as a last resort)

The Academy will require all drivers to confirm in writing that they are adequately insured to transport children (comprehensive insurance – *Appendix 3*) and to show their insurance certificates. Alongside this, proof will have to be obtained that their vehicle has an up-to-date MOT certificate if applicable. Only cars fitted with rear seat belts will be used.

Where necessary (when a child is below the minimum height of 135cms) a booster seat is provided and used (together with a seat belt) throughout the journey. Every passenger will have a seat. All children will travel in the rear seats. Seat belts will be worn throughout the journey. Child locks will be operated if available.

Children will leave the car on the pavement side only. A written reminder of these requirements will be issued to drivers (*Appendix 3*).

Parental permission will be requested from all parents/carers whose children are to be transported by car.

Ratio: 2 adults; 1 adult must be a member of staff.

Public Transport Travel

Better adult: pupil ratios will be required.

Reception/KS1 - 1: 4 or better

KS2- 1: 6

Reception will only use public transport for short, simple journeys. For trams and trains the party will be distributed to use different doors but always 2 groups together to enable one adult to be first on/off and the other last on/off. Supervising adults will endeavour to negotiate seats, shared if necessary, for all children who, once seated, must then remain seated throughout the journey. Parents will be informed before giving their consent, that public transport seating cannot be guaranteed.

Road Crossing

Wherever possible, children will cross at controlled crossings. If no such crossing place is available, 2 members of staff will ensure that either the road is clear in both directions or that traffic has stopped in both directions before instructing the children to cross in the most expedient formation for the situation. This could be in a crocodile, in a sideways line kerb to kerb or in small groups. The decided arrangement will be made clear to supervisors and children before the procedure commences.

Risk Assessment:

Working with External Providers

-  When the Academy is using a provider for teaching and instruction, that provider is responsible for the risk management of their provision. The Visit Leader is responsible for risk management of any aspects of the visit which they lead themselves, including all non-taught time and travel.
-  The Visit Leader should take advantage of nationally accredited provider assurance schemes to select suitable providers. This includes the Learning Outside the Classroom Quality Badge and adventurous activity accreditation schemes.
-  Where a provider holds the above accreditation, there should be no need to seek further assurances regarding safety. Visit Leaders should ensure that a Provider Statement is completed whenever this assurance scheme is not held.
-  Certain adventurous activities require adventurous activities accreditation which will either be captured through a Learning Outside the Classroom Quality Badge or a Provider Statement.
-  External Providers must hold a minimum of £5 million Public Liability insurance.

Accommodation

Appropriate checks and/or assurances should be sought. The accommodation at an LOfC Quality Badged provider will have been deemed appropriate for educational visits. The relevant questions on the Provider Statement can be used to help gather key information. Professional judgment should be used taking into account all the relevant issues.

Incident Management

The Head teacher must ensure that there are appropriate procedures in place for all visits; under the umbrella of an Incident Management Plan which allows any type of incident to be appropriately dealt with.

The Visit Leadership team should use the Visit Incident Management Action Card. The Base Contact should follow the Academy's Incident Management Plan.

Costs

The Academy will consider the costs of visits in terms of good value for money and the need to make reasonable financial demands on parents. The cost for a child for a visit will be the total expenses shared equally by the number of children eligible to participate.

Parents will be asked to make a voluntary contribution of this amount and informed of the necessity to do so. ***No child will be excluded from a visit because of a parent's inability or refusal to contribute. However, the Academies reserve the right to cancel a visit if sufficient financial support is not forthcoming.***

Academies also reserve the right to retain the cost of purchasing, for example, entrance tickets for a child who fails to attend an activity.

Information for Parents

When a child is admitted to one of Elevate's Academy's, the parent and carer will receive general information regarding the type of visits arranged. This will include statements regarding charging policy, the importance of reliable behaviour and the need for support/co-operation of parents and carers for children with medical conditions or challenging behaviour. A general 'Local Visits' permission form will be given to parents to sign.

Non-Residential Off-Site Activities:

Parents will receive a Letter - Appendix

Children with Special Needs – Medical, Physical or Behavioural

The Academy will initiate personal liaison between the EVC and Parent and Carer depending on Risk Assessment.

Residential Visits

Letters to parents and carers will provide the above information together with further details in accordance with Government guidelines.

Evaluation

Elevate's Standards Committee will undertake regular monitoring of the Evaluation Section of the Planning Documents.

Appendix 1 - Local Learning Area *Academies to Complete*

Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues: e.g.

- XXX Park
- XXX Library
- XXX Pool and Leisure Centre
- The XXX Shopping Mall
- etc.

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure or whatever local systems you decide to implement.

For schools who still wish to record visits on Evolve but also want to designate their own LLA we have created the On-site enrichment/Local Learning Area option on Evolve which requires the completion of a greatly reduced question set but allows for all visits to be recorded in a single place which can be very useful when running reports on Evolve.

Operating Procedure for visits to the Local Learning Area (in essence this is just a generic risk assessment for routine activities).

The following are potentially significant issues/hazards within our extended locality:

- 🌱 Road traffic.
- 🌱 Other people / members of the public / animals.
- 🌱 Losing a pupil.
- 🌱 Uneven surfaces and slips, trips, and falls.
- 🌱 Weather conditions.
- 🌱 Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).
- 🌱 Etc. - add anything else specifically relating to your locality.

These are managed by a combination of the following:

- 🌱 The Head, Deputy or EVC (delete as necessary according to your circumstances) must give verbal approval before a group leaves. Not strictly necessary if you have clearly identified competent staff, and are confident in your operating procedure, and the fact that staff will follow it.
- 🌱 Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- 🌱 The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.
- 🌱 There will normally be a minimum of 2 adults. This statement is probably appropriate for all primary schools, although in benign locations it may be appropriate to relax it for year 6s. Decisions should be based on the area and the age / maturity of the pupils - the key determinant will always be 'what would the pupils do if the only adult collapsed?'
- 🌱 Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- 🌱 Pupils have been trained and have practiced standard techniques for road crossings in a group. For primary schools this is easy to do with some simple road markings in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen.
- 🌱 Where appropriate, pupils are fully briefed on what to do if they become separated from the group. This needs a decision and will depend on the area you are in – return to school, wait where they are, go to x and ask for help, etc).
- 🌱 All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- 🌱 Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- 🌱 Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- 🌱 Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return. Consider adopting (or adapting) the 'Signing-out sheet' in EVOLVE Resources/Forms.
- 🌱 A school mobile is taken with each group and the office have a note of the number.
- 🌱 Appropriate personal protective equipment is taken when needed (eg gloves, goggles) If you have a local issue, eg. with drug needles, etc, in any area, then you can mark that bit as no-go, or add here how you will educate the pupils to deal with it – it is their home after all, so they need to be able to cope with it!
- 🌱 PLUS
 - Add any specifics relating to your local area – eg 'When crossing Bimble Street everyone must use the toucan crossing by Baguette the Bakers'.
 - Etc.

Appendix 2:

Form for the Board of Trustees to approve Overseas Residential Trip

Name of Academy:

Head teacher:

EVC:

Dates of trip	
Location	
Teacher in Charge	
Travel arrangements: Coach/ferry How long trip to take	
Year group/s	
Number of children (state if SEN etc)	
Number of staff: Does this include the Head?	
Number of volunteers/parents:	
Staff Training eg first aid	
Number of nights away	
Accommodation	
Risk Assessments carried out and date	
Cost	
Use of accessibility funds e.g.PP	
Option Provider insurance or RPA Scheme Insurance	
Reason for Trip	
Other schools on trip	
Proposed by LGB	

Head teacher.....

Date.....

Agreed by Trustees on

Chair of Trustees.....

Date.....

Appendix 3: DRIVER'S DECLARATION

Name of Academy _____

Name of Driver _____

Vehicle Make _____ Registration _____

Insured with _____

Policy number _____
(copy attached)

I confirm that the above vehicle is insured for carrying passengers for the Academy's Off-Site Activities.

The MOT Certificate is valid.

The vehicle is fitted with rear seat belts.

I have read Elevate's regulations for children travelling by car.

Signed _____ Date _____

Drivers will be asked to renew their declaration each academic year.

Please let the Academy office know if there are any changes to the above details before the renewal date.

You must:-

-  Only carry children in the rear seats;
-  Ensure seat belts are fastened before setting off and kept fastened throughout the journey;
-  Ensure where necessary (when a child is below the minimum height of 150cms) that a booster seat is provided and used together with a seat belt throughout the journey;
-  Set childproof locks if available;
-  Set Children down on the pavement side only.

Thank you for helping. Have a safe journey.

Academy telephone number:

Appendix 4: Example of letter to parents

Date:

Dear Parent/Carer,

Off-Site Activity to (e.g. York Minister)

Arrangements have been made for the above visit to take place on (date). The purpose of the visit is to (e.g. look at the architecture).

The Teacher-in-Charge will be (name) and other adults will assist in supervising the children.

The children will travel by (e.g. coach fitted with lap seat belts). The children will leave () Academy at (time). The estimated time of return to () Academy is (time).

The children will need a packed lunch in a carrier bag and a non-fizzy drink.

Academy uniform should be worn and a warm waterproof coat if necessary.

The cost of the visit will be (amount) per child and Academy requires that parents/carers contribute this amount.

The assistance of some parents/carers in supervising the children will be appreciated. Please contact the Teacher-in-Charge if you are available or indicate this on the consent form.

Please return the enclosed Consent Form, together with your contribution to the cost of the visit, as soon as possible and NO LATER THAN (date).

Yours sincerely,

Off-Site Leader/and or Class Teacher

Year (5) Visit to (York Minister) Consent Form

Please give instructions if any medication is needed during the visit.

.....
I understand that I need to contribute to the cost for my child to participate and enclose £(Amount)

Signed (Parent/Carer) Date I am able/not able to accompany the children on this visit.

My emergency contact number is

Appendix 5: GENERAL GUIDELINES FOR ADULTS ACCOMPANYING CHILDREN'S ON OFF-SITE ACTIVITIES

Thank you for volunteering to accompany children during this activity. In this pack you will find details of the arrangements for the day. Please read these carefully and bring your pack with you.

You will be expected to exercise the same degree of responsibility for your group as would any wise and reasonable parent looking after his or her own children. This duty of care is continuous throughout the activity.

You are responsible to the Teacher-in-Charge for the children assigned to you.

Please will you ensure that your group stays with you throughout the day. Count your group frequently and at every moving-on stage. To avoid any confusion or misunderstanding do not take responsibility (unless mutually agreed) for children from other groups beyond ensuring that they are safely returned to the designated supervisor.

We expect a high standard of courtesy and good behaviour. Please let the Teacher-in-Charge know as soon as possible if any child in your group is disobedient or unruly.

Please be responsible for checking the seat belts for your group.

Please do not smoke or drink alcohol during the visit.

The Teacher-in-Charge will brief you if any child needs medication, e.g. inhaler, during the day.

Please ensure that the children spend their money on approved items only and do not buy them any extras.

Please do not give the children sweets.

Enjoy your day!

Toilet Arrangements

Opportunities for all children to visit the toilets will be planned for – before leaving our Academy, on arrival at venue, lunchtime, before leaving. This will enable maximum supervision in toilet areas and outside, allowing adults to cover for each other.

If all supervising adults are female, Infant boys should be taken into the Ladies' toilets. Junior boys should use the Gents' but never alone and a supervising adult must wait outside.

If a child needs the toilet at any other time during the visit, the group supervisor must take the whole group and wait outside for those who need to use the toilet. **No child must ever go alone.**

Crossing Roads

If this is necessary the Teacher-in-Charge will plan the best place to cross and the procedure to be followed and will make the arrangements clear to you.

Emergency Arrangements

All supervising adults should ensure that they keep their groups within the vicinity of other groups or of the staff in charge of the venue. This will enable them to summon help in the event of any accident or other emergency. The first responsibility is to stay with the group and obtain help.

The person responding to the summons will contact the Teacher-in-Charge (and venue Personnel) who will decide appropriate action/give advice. Should it be necessary for a child to be taken to a first aid post or to hospital the Teacher-in-Charge will delegate one adult to accompany the child, taking over responsibility for that adult's group. As soon as possible, the Teacher-in-Charge should arrange to contact their Academy by telephone and given details of the emergency and the action taken. The Academy will then contact parents as appropriate.

Emergency Message – details which should be relayed:

-  What has happened and when
-  Injuries or damage
-  Treatment or action
-  Where participants are now
-  Who is with whom
-  What is going to happen next – any changes to itinerary for example.

Keeping Records

The Teacher-in-Charge should note the time of the incident and make written notes of events as soon as possible.

Any damaged equipment should be retained in an unaltered condition.

Appendix 6: GUIDELINES FOR TEACHERS-IN-CHARGE OF OFF-SITE ACTIVITIES

Thank you for accepting responsibility for planning this activity.

By complying with Elevate's policy and following the planning procedures you will know that the Head Teacher (and where appropriate, the Governing Body or the Broad of Trustees) have assessed and approved your arrangements.

Feedback and Retention of Record

Please complete the activity evaluation before placing this planning record in the EVC's file.

Planning Your Visit

- Step 1: Log the proposed visit with EVOLVE. Carry out your preliminary visit or briefing.
- Step 2: Complete Provisional Planning Sheet and EVC
- Step 3: Complete Risk Assessment Sheet
- Step 4: Obtain any relevant maps/guides
- Step 5: Submit your plans to the EVC for provisional approval

- Step 6-14: Carry out all steps which apply

- Step 15: Submit your plans to the Off-Site Activities Leader for final approval
- Step 16: Carry out what applies and the final check list

Appendix 7: CHECK LIST FOR FINAL PLANNING

With the support of the EVC, carry out all of the following steps which apply.

Date and initial the check list to confirm the required action.

As soon as possible:

- Step 6: Prepare costings as per Policy
- Step 7: Confirm venue booking in writing
- Step 8: Confirm coach booking in writing
- Step 9: Arrange Special Risks insurance
- Step 10: Send information letter, consent form and requests for assistance to parents/carers (Page 6).
- Step 11: Make any special arrangements identified in Risk Assessment (Provisional Planning).

2 weeks before activity:

- Step 12: Collect monies and consent forms.
- Step 13: Prepare nominal roll and group lists.
- Step 14: Complete risk assessments for individual children where appropriate
- Step 15: Check all car drivers meet requirements
- Step 16: Obtain Head Teacher's (Governors') Final Approval.

48 hours before activity:

- Step 16: Provide supervisors with:
 -  Guidelines for Supervision – General
 -  Specific information for the day
 -  Any required Special Needs information
 -  Worksheets (if any)
 -  Car Drivers' Reminders slips (if necessary)

Final Check: Don't forget to take:

-  First Aid kit
-  Medication (First Aider's responsibilities)
-  Teacher-in-Charge Emergencies Pack
-  Entry Tickets/Parking Permits
-  Nominal Roll
-  Leave names of all children and adults taking part in the activity with the Academy office

Please keep copies of all letters and attach to this planning document.

Appendix 8: EVALUATION

Please record any observations which will be helpful for arranging further visits.

Name of Academy
Date of Evaluation and Name of Evaluator
Venue
Transport Arrangements
Supervision Arrangements
Value for Money
Any Unexpected Problems
Other

